

AGENDA ITEM SUMMARY

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High School Graduates Performance Report
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) provides an annual report to the State Board of Education detailing the preparation, persistence and completion rates of Missouri public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. This board item summarizes the 2010 Missouri High School Graduates Performance Report.

Background

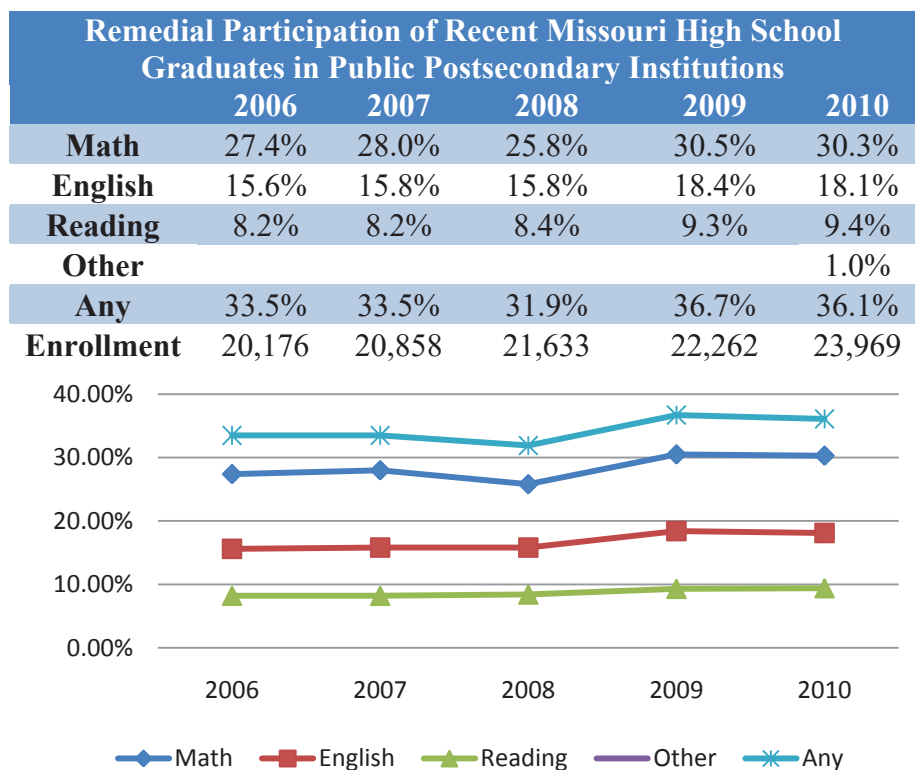
The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation. The annual report, first issued in 1996, is intended to provide information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion. Background on the history and structure of the High School Graduates Performance Report is available in Attachment A. Selected statewide summary data are highlighted below. Detailed summary tables are included in Attachment B, and trend tables for individual high schools are posted at website: <http://www.dhe.mo.gov/hsgradreport.shtml>.

Enrollment and Preparation

The total enrollment of recent Missouri high school graduates in Missouri public institutions grew from 22,262 full-time first-time degree-seeking undergraduates in 2009 to 23,969 in 2010, an increase of 7.7 percent. The community colleges and Linn State Technical College enrolled almost 47 percent of this cohort (Table 1).

Policymakers acknowledge the link between college readiness and success at the postsecondary level. *Imperatives for Change* (IFC), the statewide coordinated plan for higher education, tracks participation in remedial coursework as an indicator of student preparedness and, ultimately, the capacity of students to succeed in college.

Statewide, enrollment in remedial coursework among recent Missouri public high school graduates has changed very little over the past five years. The number of students unprepared for college-level coursework in mathematics, English, reading, and other subjects fell less than one percent, from 36.7 percent in 2009 to 36.1 percent in 2010.



Care should be taken in generalizing about all Missouri public high schools based on these statewide public institution remediation figures. The preparedness of recent high school graduates varied substantially from one public high school to the next. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2010, the percentage of students participating in any remedial coursework ranged from a low of 0 percent to a high of 85 percent (Tables 2 and 3).

Other Trends in Enrollment and Preparation

- Remediation rates varied slightly by gender, with 37.4 percent of women and 34.6 percent of men enrolled in any remedial course. Differences were most pronounced in mathematics, with 32.2 percent of women and 28 percent of men requiring such coursework (Table 5).
- Remediation rates differ amongst race and ethnicity, African-American (61.45 percent) and Hispanic (36.14 percent) students are more likely to require remediation coursework than Caucasian (31.11 percent) and Asian (23.66 percent) students (Table 6).
- In 2010 African-American (18.93) and Hispanic (22.35) scored significantly lower on the ACT than their Caucasian (23.17) and Asian (23.24) counterparts (Table 7).
- Only 6 percent of students scoring a 22 or higher on the ACT were enrolled in remediation coursework (Table 8).

Performance and Retention in College

Remedial coursework promotes success for underprepared students. Among the significant findings in the persistence of spring 2009 high school graduates are:

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- Fall-to-fall retention has increased a percentage point for each of the last two years. The increase in persistence was significantly higher among minority male students (Table 9).
- Fall-to-fall persistence rates for African-American (71percent) and Hispanic (76 percent) students lagged behind Caucasian (79 percent) and Asian (86 percent) peers (Table 9).
- Average second term GPA among African-American students (2.19) was the lowest of any racial or ethnic group. Asian students maintained the highest average GPA (2.86), followed by Caucasian (2.75) and Hispanic (2.54) students (Table 9).
- Graduates who took the ACT had higher first- and second-term GPA scores and were much more likely to persist to the following fall than students who had not taken the ACT. The benefit of preparation as measured by the ACT was similar for all categories of students (Table 10).
- Students attending four-year institutions who completed at least four years of math in high school had higher first and second term GPA and a higher persistence rate (91 percent) than those who did not complete four years of math (Table 11).

Degree Completion

The timely completion of a certificate or degree is an additional indication of how prepared Missouri's high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students from the Missouri public high school graduating spring class of 2004 and fall class of 2003 who attended public institutions in the fall of 2004. The findings include:

- The 2004 cohort saw an increase of three percentage points in six-year completion rates compared to 2003, from 44.9 percent to 47.9 percent. Most of this increase can be attributed to an increase (from 30.7 percent to 39 percent) in the baccalaureate completion rate (Table 12).
- The increase in the graduation rate was most pronounced among Asian men, Asian women, and Hispanic women (Table 12).

Conclusion

The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of Missouri public high school graduates who attend public postsecondary institutions in Missouri. The 2010 data show continued increase in the total number of recent graduates enrolled in higher education, with a rapid growth in the two-year sector. There is also a slight decrease in the total number of students unprepared for college-level coursework, as measured by enrollments in remedial courses. It is not yet clear what effect, if any, the CBHE recommended core curriculum, which became mandatory in 2010, has had on the statewide rate of remediation.

Analyses included in the High School Graduates Performance Report demonstrate the benefits of linking data across the secondary and postsecondary educational systems, but the full potential of these linkages has not yet been realized. The commissioner of education and the commissioner of higher education have recently signed a project-based, data linkage agreement to assist in such

efforts. Additionally, a three-party agreement between the National Student Clearing House, the Missouri Department of Higher Education, and the Missouri Department of Elementary and Secondary Education will allow DHE researchers to track not only those students who enroll in Missouri's public post-secondary sector, but also those who enroll at the state's independent institutions or who enroll at out-of-state institutions. With these linkages, the 2011 High School Graduates Performance Report will provide more robust data for policy development.

STATUTORY REFERENCES

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report-procedure- data included

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A:	History and Background
Attachment B:	Detailed Tables

High School Graduates Performance Report

History and Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following their high school graduation.

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools, and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from either the state's independent higher education institutions or from the Missouri Department of Elementary and Secondary Education. Data from the Missouri Department of Elementary and Secondary Education will be available and use in the 2011 report.

High School Graduates Report Detailed Tables

Enrollment and Preparation

Table 1: Fall Student Enrollment by Sector, Gender, and Race/Ethnicity; 1997 to 2009

		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	% Change 1997-2010	% 2010
Overall Enrollment	#	13776	14743	15014	15284	16474	17382	18594	19125	19902	20232	20858	21633	22262	23969	73.99%	
	%	28.66%	29.51%	31.06%	33.22%	36.49%	40.11%	43.38%	43.77%	41.83%	43.15%	44.05%	42.65%	47.18%	46.79%	18.13%	
	%	71.34%	70.49%	68.94%	66.78%	63.51%	59.89%	56.62%	56.23%	58.17%	56.85%	55.95%	57.35%	52.82%	53.21%	-18.13%	
Two-Year	#	3948	4351	4664	5077	6012	6972	8067	8371	8325	8730	9188	9226	10503	11215	184.07%	
	%	28.66%	29.51%	31.06%	33.22%	36.49%	40.11%	43.38%	43.77%	41.83%	43.15%	44.05%	42.65%	47.18%	46.79%	18.13%	
	%	71.34%	70.49%	68.94%	66.78%	63.51%	59.89%	56.62%	56.23%	58.17%	56.85%	55.95%	57.35%	52.82%	53.21%	-18.13%	
Four Year	#	9828	10392	10350	10207	10462	10410	10527	10754	11577	11502	11670	12407	11759	12754	29.77%	
	%	28.66%	29.51%	31.06%	33.22%	36.49%	40.11%	43.38%	43.77%	41.83%	43.15%	44.05%	42.65%	47.18%	46.79%	18.13%	
	%	71.34%	70.49%	68.94%	66.78%	63.51%	59.89%	56.62%	56.23%	58.17%	56.85%	55.95%	57.35%	52.82%	53.21%	-18.13%	
Women	#	7679	8164	8323	8387	9162	9566	10182	10584	11037	11114	11431	11774	12026	13071	70.22%	
	%	55.74%	55.38%	55.43%	54.87%	55.61%	55.03%	54.76%	55.34%	55.46%	54.93%	54.80%	54.43%	54.02%	54.53%	-1.21%	
	%	44.26%	44.62%	44.57%	45.13%	44.37%	44.93%	45.24%	44.65%	44.54%	45.06%	45.16%	45.55%	45.96%	45.39%	1.13%	
Men	#	6097	6579	6691	6897	7310	7810	8412	8539	8864	9117	9420	9854	10232	10880	78.45%	
	%	28.66%	29.51%	31.06%	33.22%	36.49%	40.11%	43.38%	43.77%	41.83%	43.15%	44.05%	42.65%	47.18%	46.79%	18.13%	
	%	71.34%	70.49%	68.94%	66.78%	63.51%	59.89%	56.62%	56.23%	58.17%	56.85%	55.95%	57.35%	52.82%	53.21%	-18.13%	
African American	#	965	998	1094	1086	1126	1335	1360	1588	1873	1808	1898	2066	2275	2426	151.40%	
	%	7.00%	6.77%	7.29%	7.11%	6.84%	7.68%	7.31%	8.30%	9.41%	8.94%	9.10%	9.55%	10.22%	10.12%	3.12%	
	%	88.18%	87.95%	87.94%	87.11%	87.37%	86.31%	85.62%	84.52%	83.28%	80.07%	79.49%	82.01%	79.91%	76.78%	-11.40%	
Caucasian	#	12148	12966	13203	13314	14393	15003	15921	16165	16575	16200	16581	17742	17789	18404	51.50%	
	%	88.18%	87.95%	87.94%	87.11%	87.37%	86.31%	85.62%	84.52%	83.28%	80.07%	79.49%	82.01%	79.91%	76.78%	-11.40%	
	%	1.02%	1.06%	1.01%	1.21%	1.20%	1.13%	1.47%	1.55%	1.70%	1.88%	1.73%	2.22%	2.38%	2.57%	1.55%	
Hispanic	#	140	156	151	185	198	197	274	296	339	381	361	481	529	616	340.00%	
	%	1.02%	1.06%	1.01%	1.21%	1.20%	1.13%	1.47%	1.55%	1.70%	1.88%	1.73%	2.22%	2.38%	2.57%	1.55%	
	%	1.48%	1.58%	1.41%	1.54%	1.41%	1.66%	1.54%	1.63%	1.61%	1.72%	1.66%	1.74%	1.58%	1.71%	0.23%	
Asian	#	204	233	211	235	233	289	287	311	320	347	346	376	351	410	100.98%	
	%	1.48%	1.58%	1.41%	1.54%	1.41%	1.66%	1.54%	1.63%	1.61%	1.72%	1.66%	1.74%	1.58%	1.71%	0.23%	
	%	2.32%	2.65%	2.36%	3.04%	3.18%	3.21%	4.04%	4.00%	3.99%	7.39%	8.02%	4.47%	5.92%	8.82%	6.50%	
Other	#	319	390	355	464	524	558	752	765	795	1496	1672	968	1318	2113	562.38%	
	%	2.32%	2.65%	2.36%	3.04%	3.18%	3.21%	4.04%	4.00%	3.99%	7.39%	8.02%	4.47%	5.92%	8.82%	6.50%	
	%	2.32%	2.65%	2.36%	3.04%	3.18%	3.21%	4.04%	4.00%	3.99%	7.39%	8.02%	4.47%	5.92%	8.82%	6.50%	

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 2: High Schools with Lowest Incidence of Remediation, 2009 High School Graduates		
High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
CASSVILLE R-IV HIGH SCHOOL	0.00%	36
EAST NEWTON R-6 HIGH SCHOOL	0.00%	36
MCDONALD COUNTY R-I SR HIGH SC	0.00%	51
LEXINGTON HIGH SCHOOL	0.00%	26
EL DORADO SPRINGS R2 HIGH SCH	0.00%	26
CARL JUNCTION R-I HIGH SCHOOL	8.47%	59
COLUMBIA-ROCK BRIDGE SR HIGH S	9.66%	238
NEOSHO SENIOR HIGH SCHOOL	11.21%	107
STALEY HIGH SCHOOL	11.25%	80
LINCOLN COLLEGE PREP	11.27%	71
Source: Enhanced Missouri Student Achievement Study (EMSAS)		
Note: Data are limited to public high school graduates enrolled in public colleges or universities Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.		

Table 3: High Schools with Highest Incidence of Remediation, 2009 High School Graduates		
High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
THEODORE ROOSEVELT HIGH SCHOOL	85.29%	34
NORMANDY SENIOR HIGH SCHOOL	84.21%	38
JENNINGS SENIOR HIGH SCHOOL	81.08%	37
CENTRAL VISUAL & PERFORMING HS	80.56%	36
HAZELWOOD EAST HIGH SCHOOL	77.42%	93
BERKELEY HIGH SCHOOL	76.74%	43
ST LOUIS CAREER ACADEMY	73.91%	69
RIVERVIEW GARDENS SR HIGH SCH	73.49%	83
TIPTON HIGH SCHOOL	73.08%	26
NORTH COUNTY TECHNICAL SCHOOL	71.43%	70
Source: Enhanced Missouri Student Achievement Study (EMSAS)		
Note: Data are limited to public high school graduates enrolled in public colleges or universities Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.		

Table 4: Student Enrollment in Remediation by Institutional Admissions Selectivity; 1997 to 2010															% Change 1997- 2010	% Change 2009- 2010
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
Highly Selective																
Mod Selective	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.90%	2.77%	1.35%	1.57%	1.29%	1.43%	8.98%	7.59%	7.59%	-1.38%
Math													8.51%	7.14%	7.14%	-1.37%
English	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.90%	2.77%	1.35%	1.57%	1.29%	1.43%	1.43%	1.36%	1.36%	-0.07%
Reading																
Selective	24.24%	27.96%	27.45%	21.88%	24.27%	25.73%	34.68%	35.02%	34.98%	33.21%	30.63%	28.62%	24.84%	33.31%	9.07%	8.47%
Math	57.60%	66.95%	63.54%	75.37%	72.68%	74.50%	83.35%	84.28%	82.63%	82.87%	84.30%	68.69%	76.65%	80.65%	23.05%	4.00%
English	11.84%	11.56%	12.48%	8.26%	9.68%	10.65%	14.47%	15.83%	15.14%	13.64%	11.30%	11.01%	12.81%	13.83%	1.99%	1.03%
Reading	3.85%	4.10%	4.83%	1.26%	0.95%	0.86%	2.83%	2.25%	6.63%	5.02%	3.22%	2.58%	3.38%	3.22%	-0.62%	-0.16%
Open	49.96%	52.72%	48.95%	44.19%	48.10%	50.07%	50.07%	52.55%	57.69%	58.08%	58.12%	57.00%	60.01%	57.22%	7.25%	-2.79%
Math	38.35%	39.85%	37.87%	34.49%	37.94%	40.96%	41.36%	41.51%	47.69%	48.36%	49.08%	48.31%	49.96%	47.96%	9.61%	-2.00%
English	26.75%	30.20%	26.86%	24.39%	25.07%	24.06%	24.36%	25.61%	29.36%	27.33%	28.36%	29.03%	31.84%	31.24%	4.49%	-0.60%
Reading	17.13%	16.36%	13.28%	11.20%	11.46%	11.50%	11.06%	11.92%	15.29%	15.94%	16.38%	17.47%	17.68%	18.17%	1.04%	0.48%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 5: Student Enrollment in Remediation by Gender; 1997 to 2010															% Change 1997- 2010	% Change 2009- 2010
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
Women	21.54%	24.25%	23.67%	21.24%	24.90%	27.20%	30.55%	33.51%	34.34%	34.41%	34.90%	33.00%	37.89%	37.37%	15.83%	-0.52%
Math	16.25%	18.63%	18.35%	17.25%	20.06%	22.46%	26.01%	27.33%	29.10%	28.90%	29.94%	27.71%	32.87%	32.23%	15.98%	-0.64%
English	10.30%	11.32%	10.85%	9.77%	11.45%	11.60%	13.43%	15.07%	15.87%	15.10%	15.22%	15.05%	18.13%	17.76%	7.46%	-0.36%
Reading	6.42%	6.42%	5.82%	4.63%	4.96%	5.33%	6.28%	6.51%	9.14%	9.33%	9.19%	9.15%	10.60%	10.02%	3.60%	-0.58%
Men	21.83%	23.15%	23.14%	20.84%	23.45%	25.21%	29.46%	29.97%	31.95%	32.41%	31.83%	30.65%	35.22%	34.57%	12.74%	-0.65%
Math	14.33%	15.75%	15.68%	15.12%	17.14%	19.48%	21.83%	21.98%	24.75%	25.72%	25.58%	23.42%	27.80%	27.96%	13.62%	0.16%
English	12.56%	13.91%	13.87%	11.82%	12.50%	13.09%	16.10%	16.55%	17.46%	16.31%	16.52%	16.61%	18.75%	18.46%	5.89%	-0.30%
Reading	6.04%	5.94%	5.53%	3.89%	4.17%	4.52%	4.56%	5.19%	6.94%	6.98%	7.08%	7.50%	7.84%	8.61%	2.58%	0.77%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 6: Student Enrollment in Remediation by Race/Ethnicity; 1997 to 2010

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	% Change 1997- 2010	% Change 2000- 2010
African American	48.60%	49.80%	50.64%	48.34%	52.58%	52.21%	59.63%	56.42%	58.20%	53.76%	59.11%	57.07%	59.08%	61.50%	12.90%	2.42%
Math	39.07%	41.08%	38.48%	38.40%	41.12%	44.34%	52.35%	47.36%	49.01%	43.69%	49.10%	44.19%	50.46%	52.64%	13.57%	2.18%
English	29.53%	30.06%	32.54%	31.22%	30.82%	30.79%	36.54%	33.38%	32.14%	29.09%	32.61%	32.48%	36.44%	39.12%	9.58%	2.68%
Reading	24.35%	19.64%	19.47%	17.96%	16.52%	16.78%	20.44%	19.40%	23.92%	25.28%	27.66%	27.78%	28.09%	31.29%	6.93%	3.20%
Caucasian	19.66%	22.11%	21.36%	18.91%	22.17%	24.06%	27.45%	29.63%	30.70%	30.58%	29.80%	28.90%	33.68%	31.76%	12.10%	-1.92%
Math	13.71%	15.74%	15.50%	14.68%	17.18%	19.12%	21.78%	22.94%	24.98%	25.12%	24.85%	23.53%	27.92%	26.48%	12.77%	-1.44%
English	9.78%	11.32%	10.59%	9.02%	10.46%	10.62%	12.68%	13.86%	14.95%	13.80%	13.61%	13.57%	15.86%	14.68%	4.90%	-1.18%
Reading	4.83%	5.17%	4.49%	3.18%	3.63%	3.83%	4.13%	4.54%	6.30%	6.01%	5.75%	6.00%	6.61%	6.54%	1.71%	-0.07%
Hispanic	23.57%	20.51%	24.50%	27.03%	20.20%	24.37%	32.48%	31.08%	28.91%	33.60%	35.46%	35.97%	39.89%	36.04%	12.47%	-3.85%
Math	12.14%	19.23%	17.88%	19.46%	13.64%	20.30%	26.64%	23.65%	24.19%	27.56%	29.09%	29.73%	33.46%	31.17%	19.03%	-2.25%
English	12.86%	8.33%	10.60%	12.97%	13.64%	9.64%	15.33%	19.59%	12.68%	18.37%	18.28%	19.54%	22.68%	19.81%	6.95%	-2.88%
Reading	7.14%	7.69%	3.97%	7.03%	5.56%	5.58%	8.39%	5.41%	9.73%	8.92%	7.76%	11.64%	13.99%	11.04%	3.90%	-2.95%
Asian	15.69%	12.88%	17.06%	15.74%	11.59%	17.99%	26.83%	20.26%	16.56%	24.78%	20.81%	26.33%	24.22%	23.66%	7.97%	-0.56%
Math	5.88%	8.15%	9.95%	7.23%	4.29%	9.69%	16.03%	11.90%	9.06%	15.27%	13.29%	17.82%	14.81%	19.02%	13.14%	4.21%
English	13.24%	8.58%	9.95%	10.64%	8.58%	12.80%	17.77%	13.83%	10.63%	16.14%	13.58%	15.43%	17.09%	11.22%	-2.02%	-5.87%
Reading	2.94%	5.58%	8.06%	2.13%	2.58%	5.19%	4.53%	3.86%	2.50%	7.49%	3.76%	6.12%	5.98%	5.85%	2.91%	-0.13%
Other/Unknown	19.75%	19.74%	20.00%	18.97%	27.86%	30.11%	32.05%	34.90%	36.86%	42.71%	43.36%	33.88%	40.29%	46.99%	27.25%	6.71%
Math	15.99%	14.62%	16.90%	14.22%	22.90%	25.63%	24.73%	26.54%	29.81%	36.03%	37.62%	28.31%	34.52%	39.61%	23.62%	5.09%
English	61.90%	49.35%	56.34%	51.14%	44.52%	43.45%	46.89%	52.06%	49.15%	43.51%	42.62%	54.57%	50.85%	51.56%	10.34%	0.71%
Reading	7.21%	6.15%	7.04%	4.09%	6.49%	6.99%	6.91%	8.24%	11.45%	12.23%	11.84%	10.23%	12.67%	9.09%	1.88%	-3.58%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 7: 2010 Average ACT Score by Race/Ethnicity and Gender			
Race/Ethnicity	Female	Male	All
African American	18.86	19.05	18.93
Caucasian	22.77	23.66	23.17
Hispanic	21.9	22.97	22.35
Asian	23.48	22.97	23.24
Other	20.83	21.49	21.13
TOTAL	22.22	23.12	22.62

Table 8: Impact of ACT Score of 22 or Better on Remedial Enrollment; 1997 to 2010																
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	% Change 1997- 2010	% Change 2009- 2010
ACT Composite Score of 22 or Better	1.99%	2.69%	2.77%	2.27%	2.99%	2.59%	4.30%	4.04%	3.60%	3.71%	3.90%	3.81%	6.20%	5.94%	3.94%	-0.26%
Math	1.10%	1.82%	1.92%	1.88%	2.54%	2.12%	3.18%	2.96%	3.10%	3.21%	3.53%	3.31%	5.79%	5.46%	4.36%	-0.33%
English	0.92%	0.97%	0.92%	0.49%	0.51%	0.52%	1.17%	1.19%	0.65%	0.59%	0.42%	0.65%	0.58%	0.56%	-0.36%	-0.02%
Reading	0.06%	0.07%	0.07%	0.01%	0.03%	0.04%	0.06%	0.02%	0.02%	0.09%	0.02%	0.02%	0.07%	0.10%	0.05%	0.03%
Source: Enhanced Missouri Student Achievement Study (EMSAS)																

Performance and Retention in College

Table 109: Student Retention by Gender and Race/Ethnicity, Fall 2009- Fall 2010

	Students	Completed Fall 2009	Avg. Fall 2009 GPA	Avg. Credits Completed (Fall 2009)	Completed Spring 2010	Avg. Spring 2010 GPA	Avg. Credits Completed (Spring 2010)	Enrolled Fall 2010
Female	12026	98.59%	2.72	18.72	88.82%	2.78	30.95	79.72%
African American	1403	98.36%	2.21	12.3	83.32%	2.25	22.45	73.13%
Caucasian	9481	98.62%	2.8	19.74	89.62%	2.86	32.15	80.63%
Hispanic	297	97.31%	2.58	16.3	88.22%	2.63	28.18	77.44%
Asian	165	100.00%	3.02	22.87	92.73%	3.05	37.5	89.09%
Other/Unknown	680	98.97%	2.67	17.78	88.38%	2.77	29.99	79.26%
Male	10232	98.31%	2.46	17.31	86.44%	2.57	29.48	76.87%
African American	871	97.70%	2.03	11.97	79.68%	2.1	22.15	67.28%
Caucasian	8307	98.40%	2.51	18.02	79.68%	2.62	30.37	78.02%
Hispanic	232	98.28%	2.33	15.02	79.68%	2.41	26.75	73.28%
Asian	186	98.92%	2.57	18.17	79.68%	2.67	30.94	83.33%
Other/Unknown	636	97.80%	2.38	15.97	79.68%	2.5	27.54	74.37%
Total	22262	98.46%	2.6	18.08	87.73%	2.69	30.28	78.41%
African American	2275	98.11%	2.14	12.17	81.89%	2.19	22.34	70.86%
Caucasian	17789	98.52%	2.67	18.94	88.53%	2.75	22.34	79.41%
Hispanic	529	97.73%	2.47	15.74	86.77%	2.54	22.34	75.61%
Asian	351	99.43%	2.78	20.39	90.03%	2.86	22.34	86.04%
Other/Unknown	1318	98.41%	2.53	16.91	86.80%	2.64	22.34	76.93%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 1012: Student Retention by Students with a 22 or Greater Average ACT Composite Score, Fall 2009 - Fall 2010

	Students	Completed Fall 2009	Avg Fall 2009 GPA	Avg Credits Completed (Fall 2009)	Completed Spring 2010	Avg Spring 2010 GPA	Avg Credits Completed (Spring 2010)	Enrolled Fall 2010
Total	9485	99.26%	2.97	22.85	94.09%	3.01	36.34	89.38%
African American	338	99.11%	2.61	17.25	93.79%	2.59	29.04	90.53%
Caucasian	8207	99.28%	3	23.23	94.16%	3.04	36.78	89.42%
Hispanic	186	99.46%	2.77	20.14	95.70%	2.82	33.38	90.86%
Asian	189	99.47%	3.09	24.64	94.18%	3.13	39.91	90.48%
Other/Unknown	565	98.94%	2.86	20.9	92.57%	2.89	34.06	87.26%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 12: Student Retention by Students who Completed at Least Four Years of High School Math, Fall 2009 - Fall 2010

Sector	Students	Completed Fall 2009	Avg Fall 2009 GPA	Avg Credits Completed (Fall 2009)	Completed Spring 2010	Avg Spring 2010 GPA	Avg Credits Completed (Spring 2010)	Enrolled Fall 2010
Public 2Y	8071	97.44%	2.39	14.92	82.49%	2.48	25.41	68.57%
African American	777	96.40%	2.09	11.56	80.05%	2.11	21.19	58.82%
Caucasian	6516	97.59%	2.42	15.42	83.07%	2.52	25.94	69.81%
Hispanic	137	94.16%	2.38	13.52	77.37%	2.46	24.36	62.04%
Asian	82	98.78%	2.57	14.75	80.49%	2.6	26.17	74.39%
Other/Unknown	559	97.67%	2.36	13.98	80.68%	2.48	24.9	68.34%
Public 4Y	7698	99.48%	2.92	22.71	94.45%	2.96	36.7	91.37%
African American	622	99.04%	2.31	14.29	86.50%	2.38	26.11	83.92%
Caucasian	6222	99.52%	2.98	23.69	95.10%	3.02	37.85	92.08%
Hispanic	196	99.49%	2.65	18.97	95.41%	2.65	31.83	89.29%
Asian	198	99.49%	3.02	24.44	94.95%	3.05	39.58	92.42%
Other/Unknown	460	99.57%	2.9	21.69	95.87%	2.91	35.15	92.39%
Total	15769	98.43%	2.65	18.76	88.33%	2.23	31.3	79.70%
African American	1399	97.57%	2.19	12.79	82.92%	2.38	23.47	69.98%
Caucasian	12738	98.53%	2.7	19.5	88.95%	3.02	32.16	80.69%
Hispanic	333	97.30%	2.54	16.8	87.99%	2.65	29.13	78.08%
Asian	280	99.29%	2.89	21.62	90.71%	3.05	36.09	87.14%
Other/Unknown	1019	98.53%	2.6	17.5	87.54%	2.91	29.97	79.20%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Degree Completion

Table 13: Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2004 through Spring 2010							
	Students	Still Enrolled	% Completed Associate's	% Completed Baccalaureate	% Completed Both Assoc and Baccalaureate	Total Completions	Out of Public System
Female	14015	6.50%	10.10%	40.71%	2.91%	50.81%	39.78%
African American	1285	11.67%	4.98%	26.07%	0.39%	31.05%	56.89%
Caucasian	11700	5.79%	10.89%	42.46%	3.24%	53.35%	37.62%
Hispanic	241	5.81%	11.20%	38.59%	2.07%	49.79%	42.32%
Asian	244	7.38%	5.74%	53.28%	3.69%	59.02%	29.92%
Other/Unknown	545	9.36%	6.79%	32.84%	1.83%	39.63%	49.17%
Male	11561	6.95%	7.46%	36.89%	2.98%	44.36%	45.71%
African American	902	8.43%	4.32%	18.40%	0.78%	22.73%	68.07%
Caucasian	9728	6.83%	7.97%	38.55%	3.31%	46.52%	43.35%
Hispanic	220	8.64%	5.00%	33.18%	0.45%	38.18%	52.73%
Asian	207	8.70%	6.76%	53.62%	2.42%	60.39%	28.50%
Other/Unknown	504	5.36%	4.76%	32.74%	1.79%	37.50%	55.36%
Total	25576	6.71%	8.91%	38.98%	2.94%	47.89%	42.46%
African American	2187	10.33%	4.71%	22.91%	0.55%	27.62%	61.50%
Caucasian	21428	6.26%	9.56%	40.69%	3.27%	50.25%	40.22%
Hispanic	461	7.16%	8.24%	36.01%	1.30%	44.25%	47.29%
Asian	451	7.98%	6.21%	53.44%	3.10%	59.65%	29.27%
Other/Unknown	1049	7.44%	5.82%	32.79%	1.81%	38.61%	52.14%
Source: Enhanced Missouri Student Achievement Study (EMSAS)							

Table 14: Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2003 through Spring 2009							
	Students	Still Enrolled	Completed Associate's Degree	% Completed Baccalaureate Degree	% Completed Both Associates and Baccalaureate	Total Completions	Out of Public System
Total	25578	6.70%	8.91%	38.98%	2.94%	47.89%	42.46%
Highly Selective	1436	2.79%	0.84%	76.18%	0.77%	77.02%	19.43%
Selective	14850	7.68%	14.18%	19.97%	4.67%	34.15%	53.50%
Moderately Selective	637	9.73%	2.35%	24.02%	1.10%	26.37%	62.79%
Open	8655	5.45%	1.69%	66.54%	0.47%	68.23%	25.85%
Source: Enhanced Missouri Student Achievement Study (EMSAS)							